Millsaps College Bulletin

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A Great Teaching Triumvirate

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Robert Scott Ricketts

Dr. Ricketts was one of those rare spirits tried in the crucible of War between the States, who came out of it with all the dross burned away and only the pure gold of character left. Men on whom the awful burden fell of rebuilding a nation out of the shreds and tatters of a once proud civilization, whose economic, religious, educational and entire social structure had been all but obliterated, as by an atomic bomb.

Many of these men of the old South saw that the way to start rebuilding was in the hearts and minds of a people whose morale was shot to pieces; a spiritually shell-shocked people. So they turned to the schoolroom and the pulpit in order to build a new social order in righteousness on a realistic foundation; but with faith in a new and better day. The Webbs of Tennessee were of the same type. And of course their great, peerless leader, Robert E. Lee himself, had led the way by going to improverished Washington College as its head, in order to try there to develop a new leadership for his prostrate country; a leadership that would face the future undaunted, and with a better understanding of democracy and the brotherhood of man.

R. S. Ricketts was already equipped with a college education for he was born in 1843 in Vicksburg, Mississippi, the son of R. B. Ricketts, who was a Methodist minister there at the time. His family soon went to a sugar plantation near Baton Rouge, however, and he later attended Centenary College at Jackson, Louisiana, where he graduated and then entered the Confederate Army in the Signal Corps.

Robert S. Ricketts came of pioneering stock used to the hardships concomitant with the building of a new civilization. A century ago Mississippi was more or less on the frontier. Texas had not yet won her freedom. Louisiana had an older culture burgeoning from the lower reaches of the Gulf and New Orleans.

Not long before the period under review Centenary College had been founded first at Brandon Springs, Missis-

sippi, but had later been moved to Jackson, Louisiana, in the rich sugar country, across the Mississippi River from Natchez, whose culture was more or less contemporaneous with New Orleans and the Evangeline Country.

Young Ricketts grew up in that grandiose, ante-bellum period on a sugar plantation near Baton Rouge, in a more or less Protestant environment as compared with lower Louisiana, and was sent to Centenary College at an early age. This college was named in honor of the hundred years of Methodism, from the time in 1739 at Aldersgate Street when John Wesley's heart "was strangely warmed."

True to their Methodist traditions, young Ricketts' mother, Martha Cosby Ricketts, had been sent to Elizabeth Academy near Natchez, and there went to school with the mothers of Bishop Galloway and Colonel W. L. Nugent. R. S. Ricketts was a contemporary of these two men, one an outstanding pulpiteer and the other a great Methodist layman. He was a close friend of both men.

As was said above, he already had his college training when he entered the Confederate Army though he was a very young man when the war broke out. In those days, however, private schools were in vogue throughout the South, where public schools were sparse and rare.

Robert S. Ricketts was tutored privately on the plantation out from Baton Rouge together with his brothers, a common custom of the time. Then he attended the private school of Mr. Magruder in Baton Rouge, riding back and forth on horse-back every day. This schooling lasted for several years.

Magruder's School was very much like Webb School of later years. The old classical curriculum was thoroughly insisted upon and given. Many men of later prominence were trained here as boys. Mr. Magruder, the head, was related to John Magruder Sullivan of the Millsaps College faculty who as a boy attended this school.

Private instruction no doubt enabled him to cover much more ground more thoroughly than would have been the case

in a large public school in which the individual is lost in the crowd, as in our modern high school. At any rate, young Ricketts was a very able and scholarly teacher for many years, over fifty years indeed, and left his impress on generation after generation of boys and girls who testified throughout life of the wonderful influence he had on their lives.

He taught first at Port Gibson Female Academy, long a famous seat of learning in Mississippi, associated with the name and career of Irwin Russell, well-known poet and literary man. Dr. Ricketts' first wife was of this place, Miss Kate Berry. After her death, he went to Brookhaven to teach in Whitworth College, where he married Bertha Burnley, a graduate of Whitworth College. She was the mother of R. B. Ricketts, a lawyer of Jackson, Mississippi until a few years ago, Bertha Ricketts Sumner, and John B. Ricketts, a lawyer of Greenville, South Carolina. Mrs. Sumner has become a writer and author of distinction.

Dr. Ricketts came to Millsaps College to teach in the preparatory school of the college in 1894 and spent the rest of his career here. He was once offered the presidency of the I. I. and C. at Columbus, but refused it on the grounds that he could serve better where he was, as a "school teacher" not as a "professor." The latter title he always avoided, preferring to be called simply a school teacher. He was essentially a modest man. He did not seek position or fame, but he had all the essentials of greatness as his old students by the hundred will tell you.

Though he was not an ordained minister of the Methodist Church, his whole life was better than any sermon and has been incarnated and reproduced in hundreds of men and women throughout these states, but especially Louisiana and Mississippi. As his daughter said to me in a letter quoting a business man's statement about her father, "Trouble with Scott Ricketts is he's always looking out for the other fellow." No doubt the "hard-headed" business

man meant to say that Scott Ricketts would be a much richer man if he hadn't paid so much attention to the other fellow. Perhaps so, but I wouldn't be writing about him today and you wouldn't be hearing about him, if he had been just that sort of man.

He was the sort of man to whom other men came in trouble. There was something about him that made other men instinctively turn to him for counsel and help and comfort. His nature was serene and calm but withal joyful. His religion was filled with good cheer and gaiety; he had no use for a long-faced piety that simulated sanctity and did not enjoy life. His was an unconscious goodness and saint-hood, and a simplicity of faith and life that scorned pretense and cant.

I heard a man, who himself was a very saintly character, say of Dr. Ricketts one day, "You know, he is one of our saints." Just as he avoided the use of high-sounding titles in his profession, so he would have been the first to deprecate the use of the word saint of himself. But it was the title that others instinctively thought of when they thought of him.

The following estimates of his life and character are by two men who knew him intimately, one as colleague on the faculty, and the other as pupil—Dr. J. M. Sullivan and Dr. Nat Golding. They are included to serve as illustrations of the impact of this great personality on a mature man and upon the plastic, growing character of a boy in his classes.

Professor Ricketts was "a man without guile," chaste in thought, noble in purpose, well-informed, gifted in the communication of his wisdom, highly cultured in the use of pure English, unpretentiously influential, a great and typical Christian gentleman. He was affable, companionable, and appreciative of wholesome humor. He was devoted to his home and gloried in the Christian character, educational qualifications and high purposes that he lived to witness in the lives of his children.

As I knew him, Professor Ricketts was extremely modest, never a seeker of worldly fame or high position, but definite and firm in his convictions and always ready to give account of the faith that was in him. His supreme satisfaction in life was in the devotion of his powers to the training of mind and heart in the lives of the many girls and boys who came under his tuition at Port Gibson, Whitworth and Millsaps Colleges; and the great success that he achieved is testified to by the devotion and abiding esteem in which he was held and remembered by all of his pupils.

It was during the early years of the professional life while Professor Ricketts was at Port Gibson Female College, that Centenary College conferred on him the honorary degree of Master of Arts in recognition of his proven gifts and genius as a teacher. When a doctorate was conferred upon him in the latter years of his life by Millsaps College, in appreciation of his long and valuable service as an educator of superior rank, he modestly received it with deep feeling of gratitude for the sincere expression and the high esteem that it symbolized.

Long to be remembered were the ministries of Professor Ricketts as teacher for many years of the Men's Bible Class of the Methodist Church, now Galloway Memorial, where Sunday after Sunday his faithful teaching was thought-stirring and soul-inspiring.

When the passing of Dr. Robert Ricketts was announced, there were many far and near who were saddened by the news of his death, but who felt a new sense of gratitude that they had known him and come under the sweet influence of his life.

J. M. Sullivan

Perhaps, one of the outstanding characteristics of Dr. Ricketts as a man was his gentleness, coupled with a firmness found in very few men. I knew him for seven years, and in that length of time I never heard him raise his voice as he spoke to anyone; and yet I have seen him quell a would-be uprising of students with a half dozen words. He was genuine, true, worthy, honorable. No man in all

the years of my life has cast a longer shadow than Robert Scott Ricketts.

As a teacher he came as near being perfect as anyone I ever knew. The subject that he was assigned to teach was an open book to his mind. He knew; he did not guess about the things that he was teaching; and his manner of presenting truth was so strikingly simple and beautiful that one longed to learn from him. As a disciplinarian, he was the best I ever saw. Quietly, courteously, kindly, he ruled his classroom. He was an inspiration to those he taught. One instinctively tried to do his best for this master teacher.

As an illustration I relate one instance that came under my direct observation. In a class of some thirty-five boys, there were three whom he relied upon to always solve the problems that were assigned. On one occasion these three along with the rest of the class failed to bring up the work. When it became evident that the problem had not been solved by many, if any, he began to call the roll; and as he came to the names of these three outstanding students, he skipped their names and went on and called the others; and then he went back and called this particular three. When each one of these were forced to answer, "No, professor, I did not get the problem," the grand old man turned his face toward the window and looked out toward the western sun and said, "The old guard has failed me!" I have never seen such a peculiar demonstration in a classroom in all my life. There was a hush and calm that struck to the heart of everyone who was present. Not only these three but all the members of the class had in them born a deep seated resolve that never again would this grand old man have to say that he had been failed.

He was not only a magnificent teacher in his chosen field of mathematics, but he brought to his teaching of mathematics a remarkable knowledge of all the elements that go to make up a liberal education. His teachings were colored by all of the impacts of a long life of study and diligent living in those things which make for the best life.

His most outstanding characteristic as a teacher was his Christian idealism. He brought to his classroom the presence and power of the Master Teacher himself, even Jesus Christ.

As a molder of character "Daddy Ricketts," wielded a marvelous influence. No one, young or old could be in his presence without feeling that he was with one of God's chosen. There was no sanctimoniousness about him, but truth was a living reality to him; and he lived it every day. No one could be false or little or mean or contentious in his presence. His was the priceless privilege of so demonstrating the Christian life that people would see in him his Lord and Savior, Jesus Christ. Like a master painter, he took the simple life about him and touched it with a glow of his own inner spirit and gave to the lives that he touched an upward and onward look that leads to the gates of God.

Wonderful man, matchless teacher, prince of character-builders—of all mankind that I have known, the best.

N. J. Golding

George W. Huddleston

Just halfway between R. S. Ricketts and J. Reese Lin comes George W. Huddleston, twelve years younger than the former and thirteen years older than the latter. Each one of them represents a period of the old, changing and new South. Ricketts came out of the South in its booming, burgeoning heyday, when slavery was at its height on the sugar and cotton plantations. Huddleston was born just before the whole economic system of the South crashed in the maelstrom of Civil War in 1865. Lin was born just three years after Appamattox and knew the harsh, lean years of Reconstruction as a small boy. But he was young enough to hail and lead in the South's renaissance—cultural, educational and social. One grew up in Louisiana, another in Mississippi and the third in Georgia—all states of the Deep South and of the "Cotton Kingdom."

By a strange coincidence George W. Huddleston was born in the same county in Georgia (Monroe) in which J. Reese Lin was born. All three of these men were sons of

Methodist ministers, although G. W. Huddleston's father was a Congregational Methodist.

While he was born in Georgia, nevertheless, he was brought to Decatur, Mississippi as an infant and grew up in Mississippi, except for the years of the Civil War when the Huddleston family refuged in Dayton, Alabama. The father was a chaplain in the Confederate Army during the war. They returned to Decatur, Mississippi after the war.

His mother had died when he was five years old and he was the eighth of ten children. He was the special charge of an older brother, Wiley Rufus Huddleston, who, however, was killed in 1865 in the war.

Schools were scarce and George got most of his education in this period under private tutors. He was on his own at fourteen and worked on a farm until he was eighteen. He decided to go to college at this time. His first intention was to study law at the University of Mississippi, but he was persuaded by Dr. J. K. Brunner of Hiwassee College, Tennessee to attend that institution. He graduated, married the president's daughter and returned to Hiwassee to teach for some years.

But he eventually came back to Mississippi to teach as principal of a high school in Dixon, Mississippi, and later as co-worker with his brother, Charles Huddleston, on the faculty of Harperville College, finally to the Preparatory School of Millsaps College as associate of R. S. Ricketts. After the Preparatory School was discontinued he served as Assistant Professor in the College in my department. At the same time he served as president of the State Board of Examiners in the State Department of Education under Mr. Bond. This position he held even after retiring from the faculty of Millsaps College. He was connected with the college for over thirty years.

And without a break he taught in the schools of Mississippi and Tennessee for more than fifty years. He lived to be eighty-five, longer than either one of the other two of this great triumvirate. The average age of the three men, however, is seventy-nine years. Teachers are long-

lived and are so rated by insurance companies. Dr. Huddleston is the only one of the trio who was a licensed minister in the Methodist Church. He was shrewd in business and succeeded in leaving a comfortable estate in spite of the fact that he lived as a young man in the poverty-stricken areas of war-swept Deep South, and never had a salary that today would be considered even the minimum for keeping body and soul together. Also, in spite of the fact that he was always generous with his means. Many a boy was helped along the way to his education by loan or gift from this tender-hearted man and teacher. There are many today who rise up and call him blessed.

To me one of the moving sights of my first years at Millsaps College as a young professor was the early morning walk of Daddy Ricketts and Professor Huddleston up State Street to the college campus and old Founder's Hall, where the Preparatory School was housed, to start the day's work. You never saw one without the other as long as Dr. Ricketts lived. These men belonged to a generation that produced strong men and leaders of men—men with a sense of mission, and of responsibility to God and their country.

They had a sense of responsibility because they had a deep-rooted faith in God. God was at the center of their universe and that universe had moral integrity. As individuals in this moral universe they were integrated with the Christian Social Order in which God was gradually bringing in His Kingdom by means of His Church. Each one had a definite part to play in the process, a role to enact. For this, he was answerable unto God. It is beautifully expressed in Bishop Galloway's favorite hymn:

A Charge to keep I have
A God to glorify
A never-dying soul to save
And fit it for the sky

Help me to watch and pray
And on Thyself rely
Assured if I my *trust betray*
I shall forever die.

You perhaps would answer to all this, "Yes, but isn't that a religious version of 'rugged individualism'? Where is Social Conscience?" The answer to that is in the lives of these three men. Each led a dedicated life, consecrated to the task of the amelioration of the social order in which he lived. They pleaded eloquently in the cause of a better body-politic, a Christian interpretation of race relations, an economic order shot through with Christian ethics, often at the risk of unpopularity. But such considerations never deterred men of such character and courage as these. And they lived in times that required courage and stamina—"the times that tried men's souls."

J. Reese Lin

By the uniqueness of his character and personality Professor J. Reese Lin became the symbol of Millsaps and its spirit for a generation. As was said of him by Dr. D. M. Key at the time of his retirement from active teaching, "He set his stamp on that spiritual entity that was and is Millsaps."

Born in Forsyth, Georgia, he grew to adolescence in that stormy "tragic era" known as the Reconstruction, so drastically portrayed in *Gone with the Wind*. After graduation from old Emory College in 1887, he became a leader in the educational revival in the new South, as principal and superintendent of schools in Georgia, Louisiana and Mississippi. He did graduate work in Vanderbilt, Cornell and Columbia universities from time to time during his career.

Coming to Mississippi in 1899 as superintendent of schools in Wesson, he left here his abiding stamp and impress upon the plastic mind and character of the future Bishop J. Lloyd Decell, at that time a mere lad in his teens. From here he went as superintendent, successively to Natchez and Alexandria, Louisiana; going in 1909 as professor of Philosophy to Central College in Missouri, and finally to Millsaps College in 1912.

At various times during this period he served on the faculties of the summer schools of Tulane and the University of Mississippi.

As was said of him by an old student, Dr. Michel C. Huntley, "He had been at Millsaps only a few months when he was able to persuade his president that the college should have a place in the membership of the regional accrediting body known as the Southern Association of Colleges and Secondary Schools. Through his efforts the college was admitted to membership in the Association in November, 1912, making it the twentieth higher institution in the roll of members at that time; now numbering over two hundred.

He was a charter member of the Commission on Secondary Schools. The organization of this commission marked the first step in accrediting procedure in the Southern States. Professor Lin for twenty-three years consecutively represented Millsaps College on this Commission. Few men in Southern education hold such a record.

So we see that for forty-six years Dr. Lin exercised a powerful formative influence in education in the South and in Mississippi, by sheer force of character, brilliant intellect, and class-room performance, as well as in educational bodies and as trustee of Whitworth College.

A man of strong convictions, he had no patience with moral flabbiness and lack of stamina. Many times he has said to ministerial candidates, "Don't be just good, but be good for something."

He grew up in Georgia amidst the traditions of men like Longstreet, Henry Grady, Joel Chandler Harris, Atticus G. Haygood, and Warren A. Chandler, so that a keen sense of humor, and the human touch were his natural heritage. He was satiric, but not sardonic, witty but never cynical; withal a spectator of the human scene, a philosopher who believed and practised honest thinking, virtue and the good life. He was a composite blending of the old and the new South.

It was said of him by a former student, Mack Swearingen, at the time of his retirement, "Classroom routine, catalog description of courses, arbitrary boundaries between fields of knowledge were all equally ignored by him when the occasion demanded a broader view. Mr. Lin did not believe that human knowledge is neatly separated by catagories, or that there is any such phenonemon as knowledge dissociated from day by day human life."

Like Socrates he left his monument not in marble, but in the lives of his pupils. In the crypt of St. Paul's Cathedral engraved on the tomb of Sir Christopher Wren, its architect, is a Latin inscription which translated reads, "If you would see his monument, look about you." So it might be said of this great teacher, if you would see his monument look about you—in the counting-house, in the school-rooms, in the pulpits, on the bench in halls of Justice, in the happy homes of this great country. You will find men and women in all walks of life, who carry the indelible stamp of his life and personality in their hearts and minds.

He scorned compromise with evil, hypocrisy, or halfway measures. A man of strong convictions he had nothing but contempt for vacillation and lack of courage. But better still, he could inspire this passion for the noblest and best in others. His students caught his enthusiasm.

As Dr. Key said of him, "Character is caught not taught. It is caught from those who have character and the yearning for it, at the fever stage. Professor Lin's admirations were forever at that contagious temperature."

So well did he catch their imaginations, that whenever they came back to the campus, invariably he would be the first one asked for and inquired about. And they would say, "I will never forget him, he changed my life."

A year or two before his death, during his retirement, he was called on to speak before a Classical group in the college upon the theme "Plato's teaching about immortality." It was one of the most inspiring and brilliant addresses that I ever heard him give in the almost thirty years of our

acquaintance. I like to think of him now that he is gone in the afterglow of that scintillating lecture, calling to mind the various arguments for immortality which he gave from Plato, and his own simple, but brilliant analogies. And also to think that now he has come into a complete and full knowledge of those things of which his intuition gave him a foretaste, by a sort of vaticination of his great heart. And now he can sit down with Socrates and Plato and all the great prophets of old and discourse with them to his heart's content for more than ten thousand years to come.

And so we could go with one after another tribute from many sources, as to his character, his teaching, his uncompromising attitude toward truth, honor, and integrity.

In short, he was a Christian gentleman of the old school, a devoted churchman, intensely patriotic and courageous, always alert and keenly aware of the trends of the modern day. No one who ever knew him will, or can forget him and his vital personality.

In the last scene of *Goodbye Mr. Chips*, you remember, his old boys are all gathered about his bed as he comes out of a sort of drowsy coma and says:

"I thought I heard you—one of you—saying it was a pity—umph—a pity I never had—any children . . . . eh , , , but I have, you know . . . . I have." The others smiled without answering and after a pause Chips began a faint and palpitating chuckle. "Yes—umph—I have," he added with quavering merriment. "Thousands of 'em . . . . thousands of 'em, all boys."

And soon Chips was asleep.

Alfred P. Hamilton

Millsaps College Bulletin

Historical Sketch
of
Millsaps College

By David M. Key

Professor Emeritus, Classics, and Ex-President
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HISTORICAL SKETCH OF MILLSAPS COLLEGE

(Reprint taken from Southern Association Quarterly)

I

Millsaps is one of the youngest of the Methodist Colleges, having been founded in 1892. Yet the history of Millsaps began some millions of years ago. This is not so fanciful a statement as it may appear, since things that happened in geological ages have affected the development of the college in at least two important respects. The beautiful, rolling elevation on which the college stands was once an old sea bed, an arm of the Gulf of Mexico, perhaps. In the various convulsions of nature that from time to time lifted this ancient sea bed, lowered it, and lifted it again, marine deposits and remains of the carboniferous age have been left beneath the soil. About ten or fifteen feet beneath the surface is a stratum of marl, a bluish, clayey material full of marine fossils, that has affected the foundations of buildings that the founders thought they were erecting for generations. Approximately a half mile below the surface, there are carboniferous deposits that in due time, as you shall see, played a part in the financial chronicle of the institution. Moody's Branch takes its rise from the Millsaps campus. This name is found and will always be found in textbooks of geology, for it is the type-location of the Jackson Formation which has been so important in the oil development of the South. In the Millsaps museum are huge fossilized whale skeletons, shark's teeth, and many other marine fossils that have been unearthed near by. At least two of these are unique and have been given scientific names; for Millsaps, *Galeodea Millsapsi;* for Dr. Sullivan, *Egorgia Sullivani.*

The people of Mississippi in its long history prior to 1892 were not indifferent to collegiate education. There is a background of pre-history of Millsaps College that is too voluminous to weave into this brief sketch. The Methodists founded academies and "female seminaries" all over the

place from the earliest times, all of which soon passed out of existence. But the minutes of the annual conferences from time to time refer to more ambitious and better advised plans. Centenary College was established at Brandon Springs near Jackson in 1843. La Grange was started in Northwest Alabama by the joint efforts of the Tennessee and Mississippi conferences. For many years, the Mississippi Conference recognized Union College in Tennessee. Many a Mississippi planter's home sent sons to Southern University at Greensboro, Alabama, in the sixties, seventies, and eighties.

Outside the church, there were indications of an appreciation of college education. Certain old families sent their sons to Princeton, Virginia, Washington and Lee, and even to Europe. The University of Mississippi, opened in 1848, manifested and created cultured attitudes among the people and gave a college education to Charles Betts Galloway. Even before the rise of public schools and high schools, there was a general awareness among the leaders of Mississippi of the necessity for colleges in the development of the cultured and "elegant" society such as they were building. The University of Mississippi was strong in its beginnings, and leaders of Southern education were found there. Such were Landon C. Garland, who later became Chancellor of Vanderbilt; Dr. John Millington, who had worked under Michael Farraday and Sir Humphrey Davy; Albert Taylor Bledsoe, philosopher and author of the "Theodicy"; L. Q. C. Lamar, adjunct professor of mathematics; Judge A. B. Longstreet, author of "Georgia Scenes," who had already been president of Emory, Centenary, and the University of South Carolina; Frederick A. P. Barnard, president and professor of astronomy, who had purchased for the University before the War, "the largest telescope in the world at that time.'

Right along with the public recognition of colleges and universities as an essential of civilization was the feeling of the churches that Christian colleges were essential to the growth of the church and some understanding of the cost of

a college. The desire of the Church for a first class college under Church auspices was hampered, as it still is elsewhere, by the numerous efforts in restricted areas where colleges rose, flourished, and perished because of lack of adequate finances, such as the two "colleges" at Sharon, the two at Black Hawk and at Emory, the one at Port Gibson, Vicksburg, Holly Springs, Meridian, and elsewhere. Meanwhile the area covered by the Methodist conferences changed from time to time so that long continued unity of interest in conference projects was continually interrupted. But as the country became more settled and the lines of demarcation of the Mississippi bounds of the church became more definite, there was a considerable period when men of foresight and vision contemplated a college of high grade for Mississippi.

Challenging must have been the existence of Mississippi College, a Baptist institution since 1853, which under almost all the vicissitudes that a church-related college can encounter had survived and stood as the only church college in Mississippi with the state-wide appeal and support of its church; and at the time, 1890, was just emerging into a period of great educational service under the presidencies of Vanable, Lowrey, and Provine.

II

So, in the late eighties, the times and the men were met. The two Mississippi Conferences appointed a joint commission to formulate plans for a "college for males under the auspices and control of the Methodist Episcopal Church, South." The first meeting was held in Jackson in January or February of 1889. At that meeting, a member of the commission, Major R. W. Millsaps, offered to give $50,000 to endow the institution, provided the Methodists would give a like amount for the same purpose. Perhaps he did dream then that ultimately he would give more than half a million to the college, that it would become the major interest and achievement of his life, and that it would make his name a beloved word in far corners of the earth. Perhaps

he did. Under the leadership of Bishop Charles B. Galloway, who had presided at the meeting of the North Mississippi Conference and appointed the members of the Commission from that Conference, the Methodists of Mississippi undertook the task of meeting the offer of Major Millsaps. At a meeting of the Commission in Jackson on January 10, 1890, Bishop Galloway announced the names of the first trustees. It was at this meeting, also, that steps were taken to procure a charter, and the name Millsaps was chosen. Major Millsaps protested but was overruled. Mr. J. B. Streater, at the Centennial celebration, remarked, "I think this was about the only time I ever knew the Board to disregard the wishes of this great and good man."

The charter, granted February 21, 1890, names the first board of trustees and provides for the election of their successors by the Church. These first trustees are the real founding fathers of the college. Under the leadership of Bishop Galloway and Major Millsaps, and with the active assistance of A. F. Watkins, the first financial agent, the campaign was begun, and the Board entered upon its work of creating a college. These men knew what they were doing. The Board was made up of men, both ministers and laymen, who had known colleges and something of the financial needs of a project such as they had in mind. Galloway had graduated at the University, had become one of the leaders of his church, and was at this very time entering upon those travels in the interest of missions which made him a citizen not only of Mississippi but also of the world. Garvin D. Shands was a student at Wofford and a graduate in law of the University of Kentucky, a veteran of the War and Lieutenant Governor of Mississippi at this time. Luther Sexton had attended the University and Tulane and had been a member of the Tulane medical faculty. J. J. Wheat was a "distinguished preacher and long-time professor of Greek in the University of Mississippi." The roll of trained men continues. W. L. Nugent had graduated from Centenary, had served in the Civil War, had attained a colonelcy, had had a long, lucrative, and distinguished career in the law. A. F. Watkins held a Bachelor of Arts degree from Vanderbilt.

Finally, the founder himself, Reuben Webster Millsaps, had graduated from Asbury (now DePauw) and from the Harvard Law School, had fought through the War Between the States and come out with the rank of Lieutenant Colonel, and had accumulated a substantial fortune by mercantile and banking operations in Mississippi and St. Louis. He was now fifty-seven years old. He had a quarter-century yet before him. He was not retiring from business, in which he was actively interested to the last. But he was ready to enter upon a project that had long been in his mind. Though a shrewd and practical man, he seems to have had a vein of mysticism or religion as it was then thought of—probably more of a sense of mission than any of the fine men that he associated with him. At the Conference held in Vicksburg in 1888, he had long talks with his close friend Bishop Galloway. Perhaps he told him the vision of his boyhood. This romantic story could have come, in part, only from the Major himself. At any rate, it was told during his lifetime without correction from him.

The farm home of Reuben M. and Lavinia Millsaps in Copiah County was not a home of wealth, but it was one of those ambitious Mississippi homes that already were sending their sons abroad for the educational opportunities not yet accessible near by. Reubin's elder brother was to go, in 1850, to Hanover College in Indiana, traveling overland to Natchez and then by steamboat up the Mississippi and Ohio. One evening Reuben announced to his parents that he was going too. He was only seventeen years old, but he had a little hoard of savings from picking cotton for the neighbors; yes, and from carting their cotton to Natchez and selling it for them and faithfully returning the proceeds. So, a few days later, with his brother and others of the Millsaps clan, Reuben went away, over the hills and down through bayous to Natchez and the long voyage north. And somewhere on the long overland journey, Reuben had his dream.

> "If God prospers me I will make it possible for every young man desiring a Christian education to get it within the borders of our state."

Other boys have had dreams. In fact, a half dozen have told that very thing about Millsaps College—that if they ever had money they would richly endow their Alma Mater. Perhaps there were these differences in the case of young Reuben Millsaps. He did not tell anyone about it until twenty-five years later; and he had indeed prospered greatly. And he set about with practical wisdom to accomplish his youthful purpose.

With such a Board of Trustees and such leaders as Galloway and Millsaps, Millsaps College was a going concern, a real college, from the very beginning, solid financially and effective educationally at every stage of its history. The "cut-and-try" method of college planning on the part of the church fathers was already past.

III

The first task was to secure a president and build a faculty. The man chosen as the first president was William Belton Murrah. His stamp is upon the institution until this day. He was born at Pickensville, Alabama, in 1852, graduated from Southern University in 1874, and joined the North Mississippi Conference in 1876. He had been pastor four years at Oxford, the site of the University, four years at Winona, and at Aberdeen before becoming vice president of Whitworth College in 1886. He was in his fortieth year. So strong was his personality and so significant the work that he did in assembling the first faculty, organizing the curriculum, and formulating the educational policies of the institution, that he is commonly named in the triumvirate of founders, Galloway, Millsaps and Murrah. He merits the honor; for he secured the best trained men available, formulated a course of study in what were then the fundamentals of a liberal education, and instituted a regimen of intellectual activity that was challenging to faculty and students alike.

Of the first nine men employed by him, four had the Doctor of Philosophy degree or were later to get it; all did graduate work at such universities as Hopkins, Vanderbilt,

and Chicago. From almost the beginning, he adopted the policy of giving leave to ambitious men for graduate study. In the third session, Muckenfuss (chemistry) went to Johns Hopkins to complete his work for the doctorate and in the following year Swearingen was studying in Rome and Athens. The curriculum at first was rigid but thorough, in accordance with the era. Every course was prescribed. The only option was in selecting the Bachelor of Arts or Bachelor of Science degree. English and mathematics were required each of the four years and foreign language for three years. Altogether about three-fourths of the students' time was prescribed. In the tenth session (1900-1901), the principle of election was introduced to the extent of five or six year hours in the junior and senior years. But the core of the curriculum continued to be English, foreign language and mathematics. Discipline and scholarship were firm and thorough. President Murrah was a man of great dignity and poise and of judicial temperament. He earned the respect and esteem of the students and greatly impressed them by his weekly lectures in the chapel. The most common recollection of "Old Doc" by the graduates is the vigor with which he informed them that certain delinquencies would not be "tolerated." In the very first issue of the catalogue, he wrote: "The discipline will be firm. Young men unwilling to submit to reasonable, wholesome government are not desired and will not be retained." This "strong" attitude of administration has been maintained throughout.

When William Belton Murrah was made bishop in 1910, he resigned as president of the college and was elected president of the Board of Trustees, in which capacity he continued to exercise great influence in the affairs of the college until his death in 1925. David Carlisle Hull was made the second president of the college. President Hull was an able man and a thoroughly trained and experienced educator. He had been superintendent of the Meridian schools and later became President of the Mississippi A. & M. College. His two-year administration maintained the academic standards of the college with no marked change in the curriculum.

In 1912, Dr. Watkins, who was vice president of the Board of Trusteees, was elected the third president of the college. Alexander Farrar Watkins was born in Natchez in 1856, son of Dr. W. H. Watkins, one of the most eminent of the early Methodist preachers of Mississippi. He was educated at Centenary and Vanderbilt, in the classical, literary tradition. He was a man of ready wit, fluent speech, and great personal charm. He enjoyed the intimate comradeship and confidence of nearly all the leading men of his church, of Galloway and Millsaps, of Henry N. Snyder, R. E. Blackwell, W. P. Few, Paul Linn, and George M. Reynolds, the presidents of the best Methodist colleges. He was secretary of the Mississippi Conference for twenty-seven years, of the General Conference twenty years; he was a member of the General Board of Missions 1906-29 and of the General Committee on Unification. He was pastor of the Jackson First Church (now Galloway Memorial) twice, superintendent of the Jackson District, President of Whitworth, and delegate to the Ecumenical Conference of the Church in Toronto in 1911. He was a member of the first Commission and of the first Board of Trustees, and as financial agent with the active support of Bishop Galloway, had worked on the first endowment campaign to match Major Millsaps' gift. Now, for ten of the most fruitful years of his life, he was to guide the destinies of the institution in whose promotion he had played a determinative part from the first. His name should be added to the trinity of founders who created Millsaps College.

The fourth president, David Martin Key, was taken from the faculty when Dr. Watkins resigned in 1922, due to ill health at that time. He was made acting-president and a year later president, and held office until 1938. He had taught for approximately twenty years in Methodist colleges, knew the inner workings of a first class institution, and had contact with the best school men of the South through his membership in the Methodist Association of Colleges and the Commission on Higher Education of the Southern Association of Colleges. He was the first layman to be president. During this period, great changes occurred

in educational conditions in Mississippi. The attendance of college students increased from less than two hundred to between four and five hundred. All the educational projects of the church in this state were liquidated or merged with Millsaps and finally united in the one institution. Coeducation at Millsaps increased until approximately half the students were young women. Public junior colleges sprang up in many parts of the state and contributed their quota to the enrollment of Millsaps, so that approximately fifty percent of the students each year were on the campus for the first time.

In 1938, President Key resigned and Marion Lofton Smith was elected the fifth president. He is a native of Alabama, is an A. B. of Kingwood College, B. D. and A. M. of Emory University and Ph. D. of Yale. He was for nine years, preceding his coming to Millsaps, a member of the Alabama Conference and professor in Birmingham-Southern College. Under the difficulties of war-time conditions, he has maintained the emphasis on sound scholarship, character, and individual development into Christian manhood that has marked the college throughout its history. The social, economic, and educational situation in Mississippi has changed more rapidly, of course, during this period than ever before and will continue to change in unpredictable ways. But the unity of purpose that has characterized the college from the first will, under wise leadership, enable it to adjust its educational service to the immeasurable opportunities of the new day. The only speculative question in the future history of Millsaps College is financial. Will the church and the community value this kind of educational service sufficiently to continue generous support? At the present time, a united movement of the Mississippi Conferences is under way to provide a million dollars for their various interests. From this Millsaps will benefit largely.

IV

The internal or academic history of Millsaps College has had a unity and continuity under the various administrations that may be treated as one story. This is the story of

the faculty. Following this pattern established by President Murrah, the college has brought together able and well-trained men and theirs has been the work of developing the standards, and techniques, and the academic procedures that characterize an effective college. A reading of the faculty minutes will show that many of the regulations and procedures grew logically out of the experiences of men eager to improve their work and often preceded their general adoption as good college practice. Unfortunately, minutes of the faculty meetings were not available before 1919, but from the catalogues and other sources, some of the early steps are known. In the very first session, when enrollment meant everything, "four students were expelled and in other instances it had appeared wise to advise withdrawal (of students) when it became evident that they could accomplish no good by continuing their connection with the institution." Thus, from the very beginning, the principle was established of raising the tone of the student body by elimination of the unfit and indiligent. Later this rule, which was known in the student slang of this area as the "hog law," was made specific and in 1921 the faculty passed a resolution that "any student who does not make seventy percent on at least two subjects in any term shall be *ipso facto* dismissed from the college." This was later revised to cover a passing grade in three fifths of the work taken. The impatience with inferior work was further manifested, about 1921, by the adoption of a quality requirement for graduation; and when parents could not understand why a student who had passed all his courses could not graduate, quality was made a requirement in 1925 for advancement from class to class. About this time it was decided to section the freshman class according to ability, and in 1926 intelligence tests began to be given to freshmen and combined with high school records in determining the section to which a student was assigned. The president in announcing these measures to the student body said: "We are trying to make our requirement such that no boy with mediocre ability, combined with mediocre industry, can ever wear the Millsaps degree." This challenge was also put into the college

publicity. The coaches groaned. They said: "How can we get good athletes when you put in your ads slogans like 'Only game fish swim up stream,' and 'Millsaps is not an easy college in any sense of the word'."

A few years later (about 1928) concern about mediocre work led to the rule that students in the lowest quintile should be permitted to enroll for only four courses, and the climax of value placed on quality work was reached in 1933, when the scaled tuition plan was adopted. This plan rewarded superior work by reducing the tuition for the following term. After several years, this plan was discontinued, but the principle of rewarding successful work has been continued by numerous scholarship awards. At the present time, the cash value of these scholarships is much greater than the value of the concessions given under the scaled tuition plan.

The devices that the ingenuity of the faculty found for stimulating and rewarding intellectual achievement of students are too numerous to detail. In 1929, a committee on improvement of instruction was appointed. In 1933, comprehensive examinations in the senior year were instituted, designed to give unity and synthesis in the major field of study. About the same time, a study of the grading system resulted in the adoption of a five-point system of letter grades. For a number of years, following 1931, the national sophomore testing program was particiapted in. The faculty continually wrestled with the problem of cuts and class absences; and, characteristically, when the student's demerits for unexplained absences reach the ignoble total of 100, he was sent home. But, on the other hand, the Dean's list was set up for those who made excellent records, and they were given unlimited cuts.

The labors of the faculty at their educational job have not been without recognition by the accrediting agencies. Remember that Millsaps College was founded four years before the Southern Association of Colleges and Secondary Schools came into being. The faculty and even the presidents knew little of "standards." They solved their prob-

lems spontaneously with such resources as they could command, following what seeemd to them the best procedures of the best schools they knew. In 1912, President Watkins brought to the faculty as professor of history a man well known in Mississippi, Professor J. Reese Lin. He had been superintendent of schools in Natchez and Wesson and was teaching at Central College in Missouri. Professor Lin had been a graduate student in Vanderbilt in 1896, where he was president of the Graduate Club. In that year Chancellor Kirkland discussed before the Vanderbilt Graduate Club the plans for the Southern Association, then being organized. When Professor Lin came to Millsaps, he immediately began to send a representative to present the application at the meeting of the Association in Atlanta in 1912. The college was admited without difficulty, for it had met the standards without knowing them. Lin was made a member of the Commission on Secondary Schools and was retained as a member until the new Constitution of the Association restricted length of service on its commissions. As a member institution of the association, Millsaps has played a rather influential part for an institution of her size in guiding the development of the standards. At one time she was represented by three members of her faculty on the various commissions.

But in 1912, President Watkins and his faculty were still not too much aware of the Southern Association of Colleges, which was referred to as "Professor Lin's Association." The president would say, "Professor Lin, what does your Association say about" this or that, as, for instance, the matter of the faculty members giving instruction in the preparatory school. Shortly thereafter, the preparatory school was discontinued. This is a good example of how the faculty built the college. No more significant service to the college's progress was ever made by any man than Professor Lin's approach to the Southern Association; for through this connection the college was brought into touch with other, and national, societies that were shaping the pattern of American college education. Millsaps became a member of the Association of American Colleges in 1924;

of the American Association of Collegiate Registrars in 1924; of the American Council on Education in 1924; was put on the approved list of the American Association of University Women in 1931; was made a charter member of the Southern University Conference in 1934; is now a member of the Association of Methodist Schools and Colleges (of which Dr. Smith is President); and holds membership in the University Senate of the Methodist Church. In 1931, Milsaps was put on the approved list of the Association of American Universities.

In the process of submitting to the scrutiny of these organizations, some pleasant things were said about the college. In reporting the admission of Millsaps to the approved list of the Association of American Universities, Raymond Walters wrote:

> "I was happily able to make a glowing report. . . I think you at Millsaps are doing a good work in a fine and courageous way. I predict that the future will have rewards for you that will be most satisfying."

In 1927, a state-wide survey of educational conditions in Mississippi was made by the State Department of Education, financed by Mr. B. B. Jones and directed by Dr. M. V. O'Shea. On page 174, the report says:

> "It is practically certain that the freshmen students at Millsaps stand out distinctly ahead of the students in the other colleges and in the University. . . Students of limited ability to do college work would not be likely to seek admission to Millsaps."

The Southern Association Survey Committee, after studying the college in 1935, said:

> "The aims of Millsaps College as fulfilled in the history of its work throughout its long and honorable career have been fairly well realized. The college has turned out alumni who have attained eminence and distinction. . . it has proven its right to existence."

A survey of all its colleges made by the General Board of

Education of the Methodist Church in 1930, mentions Millsaps as:

> "Combining the essential religious values of the older culture with the newer values of intelligent social contact."

V

The chronicle of the financial growth of the college, which made possible its existence, growth, and recognition, brings us back to Major Millsaps. Although the first Board of Trustees elected some faculty members at the same meeting in which Murrah was chosen as president, it seems that the Major and his Board left the academic program to the president and the faculty. In all the records, there is no indication that the Board ever rejected the recommendations of the president for faculty members except in one instance. As a business man, the Major was inclined to employ the best experts and hold them responsible for results. It was task enough to provide the funds that were necessary, as he realized, for an institution that was to be the best. He did not fail to recognize that a college is a money-spending and not a money-making enterprise, but in all other respects the marks of the banker-founder are stamped upon the policies of the college. It must never be in debt. It must accumulate a back-log of reserves for emergencies, such as a yellow fever epidemic that might cut off student income. The faculty, getting an inkling of this not too well publicized reserve, felt that salaries should be increased. They did not realize that it was there to protect them. Salaries were low in the early days, until brought upward by standardizing requirements—perhaps the only instance in which an outside agency forced a standard on the college. The present treasurer, in an excellent paper on "The First $100,000," says: "It would be an impossibility to employ a faculty today under any such conditions." But salaries were always paid promptly on the first of each month. On March 2, 1933, when the banks were closed up, the college itself, having just paid all the salaries, had only a small balance frozen;

but nearly all the faculty had their salaries tied up and in part lost.

Major Millsaps gave the closest attention to all the physical needs of the college. Scrupulous economy and shrewd business judgement must characterize all its dealings. The hay on the campus (this was before the day of power-driven lawn mowers) was harvested and baled and helped to balance the budget. "Wouldn't corn or cotton bring in more?" said Professor Lin. In fact, an acreage of sweet potatoes was raised each year and sold to the faculty at market prices. The Major watched the buildings being erected and exacted full contact performance from architects and builders. As treasurer of the Board from the time of its creation until his death, Major Millsaps personally supervised all expenditures of the college outside the regular academic budget. This personal interest in raising and expending funds was of enormous value. There would, undoubtedly, have been no college without the Major. But perhaps the efforts of Bishop Galloway and his successors to gain the support of the church people in general were made more difficult by the too common attitude that it was Millsaps, as well as Millsaps College.

No college ever raised funds for endowment under more inauspicious conditions than faced the commission in securing that first $100,000. The South was still crushed by the War and Reconstruction. It took five years and the combined efforts of Bishop Galloway and three successive financial agents, A. F. Watkins, J. C. Chambers, and I. W. Cooper, and all conference machinery. But no one said, "This is not the time," and on June 11, 1894, the commission reported "with profound gratitude that the entire amount of $50,000 has been raised and that R. W. Millsaps has paid more than the balance of the $50,000 he promised."

Meanwhile, the city of Jackson had been chosen as the site and had made a donation of $28,000 in cash notes and eighty acres of land, and the first building had been erected. The college opened in the fall of 1892. In 1895, Major Millsaps gave the college Webster Science Hall. In

1901, Dan A. James gave the James Observatory. In 1902, the Major purchased and gave to the college the campus and buildings of Jackson College, which was adjacent to the Millsaps Campus on the east. This was a Negro college, occupying the site of the Elsinore plantation. The fine old plantation home was the president's house and there was an excellent three-story college building. There is no indication that the relations of the faculties and students were difficult (except that it is said that the white boys stole the Negro president's chickens).

But it was a characteristically shrewd and far-sighted act on the part of the founder of Millsaps. The buildings have been and still are of great value to the college. He also gave at this time fifty acres of land adjoining the campus on the north. This brought the campus holdings to the charter limit of one-hundred acres and gave a frontage on both North State and West Streets and on Asylum Lane (now Woodrow Wilson Avenue).

In 1905, the East Mississippi Female College in Meridian burned, it was the consensus of opinion of both the trustees and the Mississippi Conference that "it was inexpedient to rebuild and that the proceeds of the sale of the property should be devoted to Millsaps College." So, the Major and his Board proceeded to sell the property. There was some question in the legality of this eager action of the Millsaps Board, and a decree of the Chancery Court had to be secured to validate the transaction. But in reporting this action to the Conference, the Major made everything quite satisfactory to everybody by adding his own check in an equal amount, bringing the total for Millsaps College to $24,917.

There was probably Northern money invested in Jackson College, which now indirectly benefited Millsaps. That was a harbinger of things to come. About this time, the educational foundations in New York seem to have become aware of the rising college in Jackson, Mississippi. In 1906. Bishop Galloway "began a correspondence with Mr. Andrew Carnegie, relative to a modern, fire-proof library." The

result was a proposal that the library, to cost $15,000, would be built from Carnegie funds, provided an equal amount be added to the endowment for the purchase of books. Major Millsaps contributed the $15,000. About the same time, in 1907, there appears a contact with the General Education Board, offering $25,000 for the endowment, provided the college raise $75,000 from other sources. How the contact was made is not stated in the minutes. Perhaps the Bishop or President Murrah had engaged in further correspondence. But, clearly, the General Education Board was impressed with the financial stability of the institution. In Dr. Buttrick's letter to President Murrah in regard to requisitions for payment, he said: "Remembering how you said Millsaps College did not permit itself to have debts, I am sure that you will be able to execute this revised requisition." It took four years of planning and effort, a great amount of traveling and soliciting on the part of President Murrah and T. W. Lewis, the financial agent, the transfer of $13,000 from the hoarded back-log of reserves in the income fund, and $37,867 of the Major's own money (another gift), before final settlement with the General Education Board was made, January 14, 1911. But for this sum, he had added $100,000 to the endowment on March 24, 1913. Major Millsaps donated to the college certain business properties on Capital Street, then estimated to be worth $130,000; and upon his death, June 28, 1916, it was found that he had left insurance in the sum of $88,000 for the endowment. So closed the life, services, and benefactions of R. W. Millsaps. His influences and fine principles remain with the college. His remains rest in a beautiful mausoleum near Murrah Hall on the campus. But his guiding hand has been missed.

His nephew and heir, Webster Millsaps Buie, was elected treasurer of the Board in his stead and continued until his untimely death in 1929. Webster had been given long and careful training by his uncle, looking to this end. For some fifteen years prior to the Major's death he was his private secretary, coming more and more to have a responsible part in all his business and humanitarian opera-

tions—including the affairs of Millsaps College. So, for thirteen years more, until his own death, Treasurer Buie carried on the Millsaps tradition in the business affairs of the college. Upon Mr. Buie's death, W. D. Davis was elected treasurer; and when he moved away from the city, Mr. A. B. Campbell became the treasurer of the Board in 1932.

In 1921, in connection with the church-wide Christian Education Movement, the Methodists of Mississippi pledged some $350,000 to Millsaps. A part of this was a gift from Mr. W. S. F. Tatum, of Hattiesburg, of $100,000 for the endowment of the Department of Religion—later increased to $125,000. In anticipation of this movement, a contract was secured from the General Education Board to pay $100,000 to the endowment, provided $250,000 be secured from other sources. The General Education Board also agreed to make annual payments to the income fund for a limited time while these endowments were being collected, provided the college would increase the salaries of professors immediately. This effort required six years to complete. It involved two extensions of the deadline by the General Education Board and a further encroachment on the precious reserves of the income fund; but on July 27, 1927, a final settlement with the General Education Board was accomplished. The endowment had been increased by $350,000 and now amounted to $931,909. The top figure in endowment was reached a few years later, in 1932, when it amounted to $948,101. It looked as if the college was "nigh" that ideal of stability, a million dollars of endowment.

Little had been done for the physical plant for approximately twenty-five years—since Major Millsaps gave the science building (1895), presented the Jackson College buildings (1902), and cooperated with Mr. Carnegie in the matter of the library (1906). Fire had destroyed the main building in 1914 and gutted the Jackson College building (now Founders Hall) in 1913. But with the guidance and aid of Major Millsaps these losses had been quickly replaced. But new buildings were essential if the college was to continue the effective work that had characterized it. The enrollment had increased, and in 1917 a campaign for funds was undertaken, which campaign resulted in the erection of two fine brick dormitories, Burton Hall and Galloway Hall. The shifting marl in the soil had caused the science building and the library to crack and face collapse. The Carnegie Corporation undertook to replace the library and appropriated $50,000. With salvage from the old building, which Mr. Carnegie had given at a cost of $15,000, a fine new library was erected, worth approximately $60,000. Meanwhile, the science building was condemned by the engineers as dangerous.

Accordingly, in 1928, a statewide building and equipment campaign for $650,000 was undertaken—"to make the physical body worthy of the spirit, worthy of the financial structure and of the educational standing of the college." The city of Jackson, as usual, exceeded its quota (of $150,000) with generous participation by the Buies, the Fitzhughs, the Enochs, Mr. B. B. Jones, Mr. Stewart Gammill, and others. In all $328,000 was pledged. The science building seemed to be a "must" next step. It had been dreamed of, planned and re-planned by the science men, Dr. Sullivan and Professor Harrell, for years. It could not wait until the subscriptions were paid in full. Perhaps the sound of saw and hammer would stimulate payments. The building was begun. It was a fine building and cost $192,493.01. It was dedicated, November 29, 1929, by Dr. Robert A. Millikan, of the California Institute of Technology, who complimented the completeness of facilities and the economy of construction. The names of Sullivan and Harrell were set in bronze upon its front, and a granite slab let into the wall facing the entrance proclaimed:

> "Ye shall know the truth and the truth shall make you free."

Certain of the gifts and pledges to the building and equipment fund had been directed to specific purposes, especially by the alumni to a gymnasium. Among these were the substantial gifts of Mr. Buie and his sister, Mrs. Fitzhugh. When at Webster Buie's untimely death in 1929

it was found that he had left a life insurance bequest to the college, the alumni and others urged that as a memorial to the faithful and beloved Webster Millsaps Buie and gymnasium should be erected. This was done. It is more than a gymnasium. The trustees insisted that they were erecting a physical education building. In it are also the grill and book store, showers and dressing rooms for the golf links, and facilities for the faculty. As much as any building on the campus, it is a community center. A fine oil painting of Webster Buie hangs in the lobby, It was dedicated in his honor June 2, 1936, with appropriate ceremonies and an address by Francis Harmon.

Millsaps College was founded as a "college for males" and became coeducational only by force of circumstances. This development was never anticipated by the founders or planned for by the trustees. But by 1926 the two conference colleges for women were forced by lack of support and endowment and the pressure of the demand for accreditment to face a possible liquidation or abandonment of the four-year program. Accordingly, after appropriate conference action, Whitworth became a Junior Division of the Millsaps Collegiate System in 1928-29. and four years later, in 1932-33, Grenada became a member of the Millsaps System. This sincere but somewhat grandiose program was continued for some years, until the resources of the two junior colleges were exhausted and they were closed by their respective conferences, Grenada in 1937 and Whitworth in 1938. When Whitworth and Grenada Colleges were discontinued, it became necessary to make better provision at Millsaps for the women students. Whitworth Hall, the newest building on the campus, was erected in 1939 to meet this need.

The net result of these building operations, of the burdens and expenses of the expanded Millsaps System, and of the great depression, the rumblings of which were already audible even before the building and equipment campaign was completed, were difficulties of financing such as the trustees had never before experienced. Both business acu-

men and foresight and the generous assistance of "the Major" were sorely missed. Especially did the debt incurred in erecting the science building embarrass the trustees. Before it was completed, the depression had struck. Very few of the deferred payments on pledges were ever paid. Some of the largest donors lost everything in the crash. This debt hung like a pall over the college all through the depression. It forestalled any approach to the Foundations. It blocked aspirations for a chapter of Phi Beta Kappa. The charges, combined with reduced income from all sources, forced a cut in salaries in 1931, 1933, and 1934, a total of twenty-five percent. Efforts were made to refund this debt on the security of land and buildings alone. But these efforts were vain at that time. Finally, the debt, combined with serious losses of invested funds due to the depression, caused a shrinkage of the endowment. But the treasurer, A. B. Campell and his finance committee gave adroit, courageous, and safe pilotage in time of storm and salvaged all that was possible from the losses. The minute book of the Board of Trustees at this period is largely filled with the proceedings of the finance committee.

In the midst of these losses, certain assets appeared that the original board of trustees would have called providential. Among the resources of Whitworth that came into the hands of the Millsaps trustees, was a thousand acres of land near Picayune, gift of Mr. L. O. Crosby, that had been planted with tung trees. There have now come into bearing and produce a substantial increment for the income fund. At present prices, this property is worth about $30,000.

From a carboniferous horizon a half mile below the campus came other asests which should be credited to the original donation of land by the city of Jackson. A gas company, without expense or obligation to the college, brought in a producing well which in all added $118,813.20 to the college resources. Without the Sullivan-Harrell Science Hall, the Buie Gymnasium, and Whitworth Hall, the college would not have been able to offer the facilities

which led the Federal Government in 1943, to place a V-12 Navy Unit at the college. The coming of this unit enabled the college to maintain its staff, restore salaries in full, and make its significant contribution to the War. Out of the relationship with the women's colleges in the Millsaps System, has grown a strong Music Department. The book value of the endowment is now $834,297.58.

During the War, Mr. R. L. Ezelle, who had been responsible more than any other one man for the success of the campaign for Buie Gymnasium, launched a movement for the erection of a building as a memorial to Millsaps men in the service. This is to be called the Christian Center, will be centrally located, and will provide assembly rooms, class rooms, and facilities for the religious life and fellowship of students and faculty. Mr. Ezelle, as he had done for the Gymnasium, gave generously (in honor of his sons Robert and Fred, Millsaps graduates, in the army), inspired others, and traveled more widely over the state than any layman had ever done in the interest of Millsaps College, visiting conferences, challenging others to give bonds or in other ways to honor the heroic sacrifices of their sons. With the cooperation of Bishop Lloyd Decell, who has now been president of the Board of Trustees for some eight years and who presided over both the Mississippi Conferences, the movement was a complete success; and there is now $125,000 in hand for the erection of this building. Getting away to some extent from the divided allegiances of the past, the conferences now are more fully united in the support of Millsaps than ever before.

As good a measure as any of the fruits of the money, the labors, and the devotion that have been bestowed upon Millsaps is the fact that 1500 former students of this little college have been enlisted in the various services of World War II, that 750 of these have been graduates, and that 500, or 66.6 percent of the graduates have been commissioned officers. Forty Millsaps men have given their lives for their country in its time of greatest crisis.